

Children's Cabinet

June 22, 2021

Agenda – 4-5pm

- Welcome, Introductions, and adoption of minutes (3 min)
- Multigenerational Literacy Pilot (15 min)
- RI's CCDF State Plan Update (15 min)
- Infant/Toddler Registered Apprenticeship Pilot (10 min)
- RI Pre-K Update (5 min)
- Public Comment (10 min)
- Adjournment





Multigenerational Literacy

June 22, 2021

Rhode Island Works Pilot and Collaboration with One
Neighborhood Builders, Genesis Center, and Federal Hill House.



Multigenerational Literacy Pilot



Kimberly Rauch, DHS

RI Works/TANF Administrator

DHS Pilot

Multigenerational Literacy for Families in 02809 and 02808

Vision:

Create a cohort of families interested in increasing their learning, confidence and self-esteem for both children and adult family members as they gain knowledge, have access and understanding to their family's education system, as well as being provided opportunities to expand adult credentials and earning capacity.

Eligibility:

Any family in the designated zip codes consisting of two or more generations that is interested in furthering their adult literacy, championing their child's education, and interested in long term family sustaining goals.

Families must be under 225% of the Federal Poverty Level. They should be able to prove RI residency and the child's citizenship must be disclosed.



DHS Pilot

Multigenerational Literacy for Families in 02809 and 02808

Components of the Program:

- Adult Education: ABE (Adult Basic Ed), GED (General Educational Development), or ELL (English Language Learners) classes. Desired outcome: educational gains and credential obtainment, goal oriented coaching and attainments.
- Child's Education: Identifying the family's needs for educational support. Support will be focused on 1) Child Development Milestones, 2) child's attendance at daycare or primary school, and 3) family's definition of success
 - Child care – engage with Early Childhood Education partners in the two zip codes.
 - P.A.C.T. Time (Parent & Child Together Time) - Scheduled time of adult learning where the Adult Ed class identifies area of child's curriculum that the parent wants support in, parents lead where they need support to assist their child in their education.
- Case Management – Vitally important in assisting the entire family to navigate the complex systems of healthcare, parenting, education and community resources. Link families to the existing resources, provide the extra hands of calling, applying, filling out paperwork, etc. This includes accessing DHS programs.



DHS Pilot

Multigenerational Literacy for Families in 02809 and 02808

Data Matching and Data Mining:

- Through collaboration, seeking to use comparative data from various source to measure the efficiency of a wrap around program.
 - RIDE data, Adult Education Data, Data Spark

Dates and Referrals:

- Classes will begin for parents in September, rolling start expected.
- Reach out to DHS for referrals.





Thank you!

Kimberly Rauch
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RI Works / TANF Administrator
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RI's 2022-24 CCDF State Plan Overview

Presented by CCDF Co-Administrators

Hannah Hansen, Child Care Administrator for CCAP

Nicole Chiello, Child Care Administrator for Licensing

CCDF State Plan Overview

This presentation highlights the proposed changes to the Child Care Development Fund Grant (CCDF) State Plan that has eight sections listed below. The substantial proposed changes are in sections 1, 2, 4, 5 and 6.

1. Define Leadership and Coordination with Relevant Systems and Funding Sources
2. Promote Family Engagement Through Outreach and Consumer Education
3. Provide Stable Child Care Financial Assistance to Families
4. Ensure Equal Access to Child Care for Low-Income Children
5. Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings
6. Recruit and Retain a Qualified and Effective Child Care Workforce Support
7. Continuous Quality Improvement
8. Ensure Grantee Program Integrity and Accountability



1: Define Leadership and Coordination with Relevant Systems and Funding Sources

Updates to this section include:

Nicole Chiello and Hannah Hansen will be co-Administrators of RI's CCDF Plan.

- Chiello oversees the licensing team within the Office of Child Care (OCC) while Hansen oversees the Child Care assistance Program (CCAP) program. Both administrators provide oversight to the quality contracts and other project-specific work happening within the office.
- This CCDF leadership update reflects the transition of the licensing team from the RI Department of Children, Youth and Families (DCYF) to the RI Department of Human Services (DHS) that is discussed in more detail in Section 5. It also demonstrates the two key branches of work that encompass the office at DHS (Licensing & CCAP).

Many of the components within the proposed State plan have been socialized across stakeholder groups throughout the past year, particularly due to the ECCE governance framework that was initiated under PDG. Within this framework, cabinet members make key decisions on a monthly basis on cross-agency ECE decision points such as policy or program design. The OCC regularly participates in Early Learning Council meetings and holds membership with the Permanent Legislative Commission on Child Care in which many components of the plan have been previewed and discussed throughout the year.



2: Promote Family Engagement Through Outreach and Consumer Education

Updates to this section include:

The new Child Care Consumer website: In 2019, leveraging PDG, DHS partnered across agencies to design and build a new consumer website for families. This website, kids.ri.gov, links directly to the State's previous consumer website (exceed.ri.gov). The content on exceed.ri.gov will migrate to kids.ri.gov incrementally to **ensure one fully operational and federally-compliant consumer website exists for Rhode Island families and providers** – especially given how familiar families and providers are with the exceed website. DHS has also worked to develop and launch an updated provider directory. The searchable provider directory (www.earlylearningprograms.dhs.ri.gov) can be accessed via www.kids.ri.gov and www.exceed.ri.gov.

Also discussed in this section of the draft plan:

- RI's plan to comply by 2022 with the public posting of monitoring reports
- Updates to the Child Care Emergency Response and Preparedness Plan that reflect the Department's response to COVID-19

4: Ensure Equal Access to Child Care for Low-Income Children

Market Rate Survey and Cost of Care (Narrow Cost Analysis)

What is it? It is a federal requirement that must be completed every three years. The results are used to assess current subsidy rates and inform future subsidy rate adjustments.

| Survey | Research Question to Answer | Specifics |
|--------------|---|--|
| Market Rate | What are families paying for child care services? | <ul style="list-style-type: none">• Last conducted in 2018• Focus on collecting private pay tuition rates by age group and any additional fees charged to parents• Collected data will be analyzed to assess the 75 percentile of tuition rates• <u>Must</u> be statistically valid (for a population of 900 providers- at least 270 responses) |
| Cost of Care | What is the provider's cost of delivering services? | <ul style="list-style-type: none">• Not previously conducted in 2018• Focus on understanding provider costs to provide care (e.g., staff wages, rent, food, etc.)• Provides additional information for the State to consider as subsidy rates are set |

4: Ensure Equal Access to Child Care for Low-Income Children (cont.)

Included in this section are initial findings from the 2021 Market Rate Survey and Narrow Cost Analysis, administered by The Public Consulting Group (PCG), during April and May 2021:

- PCG and DHS collected a total sample for licensed providers of **437** usable responses, which means more than half (54 percent) of all licensed providers (total population: 809) in the State participated in the Market Rate Survey.
- With this large sample, there is a 3.18 percent margin of error for the overall response rate. This means that if the survey were repeated, we can be confident that 95 percent of the time our results would be within plus or minus 3.18 percent of the true mean (average) of the full population. **This large sample size suggests a high degree of reliability in our data**, including at the subcategory level of the data.

| Program Type (Licensed Provider) | Total Population | Final Response Rate | Completion Rate | Margin of Error (95% Confidence Level) |
|----------------------------------|------------------|---------------------|-----------------|--|
| Child Care Center | 403 | 265 | 66% | 3.53% |
| Group/Family Child Care Home | 406 | 172 | 42% | 5.68% |
| Statewide - All Providers | 809 | 437 | 54% | 3.18% |



4: Ensure Equal Access to Child Care for Low-Income Children (cont.)

2021 Market Rate Findings

Overall, the 75th percentile of the weekly full-time rates for all age groups in Center-based and Family Child Care Home programs **increased** from the years 2018 to 2021.

| 2018/2021 75th Percentile Comparison | 2018 Center-based | 2021 Center-based | \$ Increase | % Increase | 2018 Family Child Care | 2021 Family Child Care | \$ Increase | % Increase |
|--------------------------------------|-------------------|-------------------|-------------|------------|------------------------|------------------------|-------------|------------|
| Infant | \$ 263.50 | \$ 289.00 | \$ 25.50 | 10% | \$ 200.00 | \$ 250.00 | \$ 50.00 | 25% |
| Toddler | \$ 250.00 | \$ 273.05 | \$ 23.05 | 9% | \$ 200.00 | \$ 250.00 | \$ 50.00 | 25% |
| Preschool | \$ 230.00 | \$ 250.00 | \$ 20.00 | 9% | \$ 191.50 | \$ 238.75 | \$ 47.25 | 25% |
| School Age Rates | | | | | | | | |
| Before School Only | \$ 75.00 | \$ 93.75 | \$ 18.75 | 25% | \$ 90.00 | \$ 175.00 | \$ 85.00 | 94% |
| After School Only | \$ 101.00 | \$ 125.00 | \$ 24.00 | 24% | \$ 100.00 | \$ 170.00 | \$ 70.00 | 70% |
| Before and After School | \$ 150.25 | \$ 167.00 | \$ 16.75 | 11% | \$ 150.00 | \$ 200.00 | \$ 50.00 | 33% |
| Summer Day | \$ 198.75 | \$ 238.25 | \$ 39.50 | 20% | \$ 180.00 | \$ 200.00 | \$ 20.00 | 11% |
| Full Day | NA | \$ 244.00 | NA | NA | NA | \$ 225.00 | NA | NA |



4: Ensure Equal Access to Child Care for Low-Income Children (cont.)

Background on the rates in the State plan:

- The rates included in the draft State plan are the current enhanced rates that have been in effect since June 1, 2020. These are the rates the State intends to continue to reimburse while the Governor's Executive Order remains in effect.
- Included in Section 4 of the plan is this rate structure mapped to the 2021 percentiles.
- When the current rate structure changes, the State will amend the plan as needed.

| Age of child in what type of licensed child care setting. (All rates are full-time) | Base payment rate | If the Lead Agency conducted an MRS, what is the percentile of the base payment rate? |
|--|-------------------|---|
| Infant (6 months) Center care | 257.54 | 35 th percentile |
| Toddler (18 months) Center care | 257.54 | 55 th percentile |
| Preschooler (4 years) Center care | 195.67 | 20 th percentile |
| School-age child (6 years)-Full day Center care | 200.00 | 40 th percentile |
| Infant (6 months) Family Child Care | 224.43 | 45 th percentile |
| Toddler (18 months) Family Child Care | 224.43 | 55 th percentile |
| Preschooler (4 years) Family Child Care | 171.45 | 25 th percentile |
| School-age child (6 years)-Full day Family Child Care | 162.30 | 25 th percentile |

4: Ensure Equal Access to Child Care for Low-Income Children (Cont.)

Development of a Universal Application

- The transition of licensing from DCYF to DHS has enabled DHS to thoughtfully align its early childhood programs and resources to better support providers and families.
- For many of our providers who serve children enrolled in the Child Care Assistance Program (CCAP), it felt daunting to navigate an additional application process to become DHS-approved. To streamline this process, DHS launched a **Universal Child Care Provider Application** to provide child care centers and family homes with a more user-friendly and supportive experience in becoming DHS-approved to serve RI children and families.
- This application allows providers to apply to receive a license and become CCAP-approved at the same time and supports the provider to send one set of documents to the same place.
- In addition to the creation of the Universal Application, DHS is taking the application online for providers who prefer to submit with just the click of a button.



5: Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings

Updates to this section include:


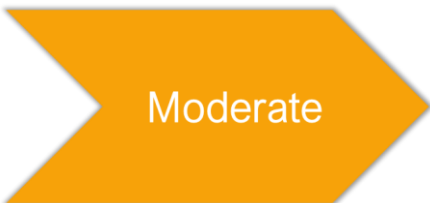

- The transition of the child care licensing team from DCYF to DHS in **October 2019**.
- Updated regulations for Child Care Centers and School Age programs promulgated in March 2021 and Family Child Care updates are currently being finalized within the next 60 days.
 - Center regulations promulgated in March 2021 added the word 'pediatric' to the current CPR qualifications as necessitated by federal guidelines; all other regulations remain the same.
 - The public comment period for Family Child Care regulations closed in May 2021.
- Under PDG, an updated 16-module, 18-hour suite of Health and Safety Preservice Trainings is offered online in English and Spanish through the CELP.



5: Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings (Cont.)

While RI has a plan to come into compliance by 2022 with the public posting of monitoring reports, there has been substantial improvements in the monitoring of child care families and homes.

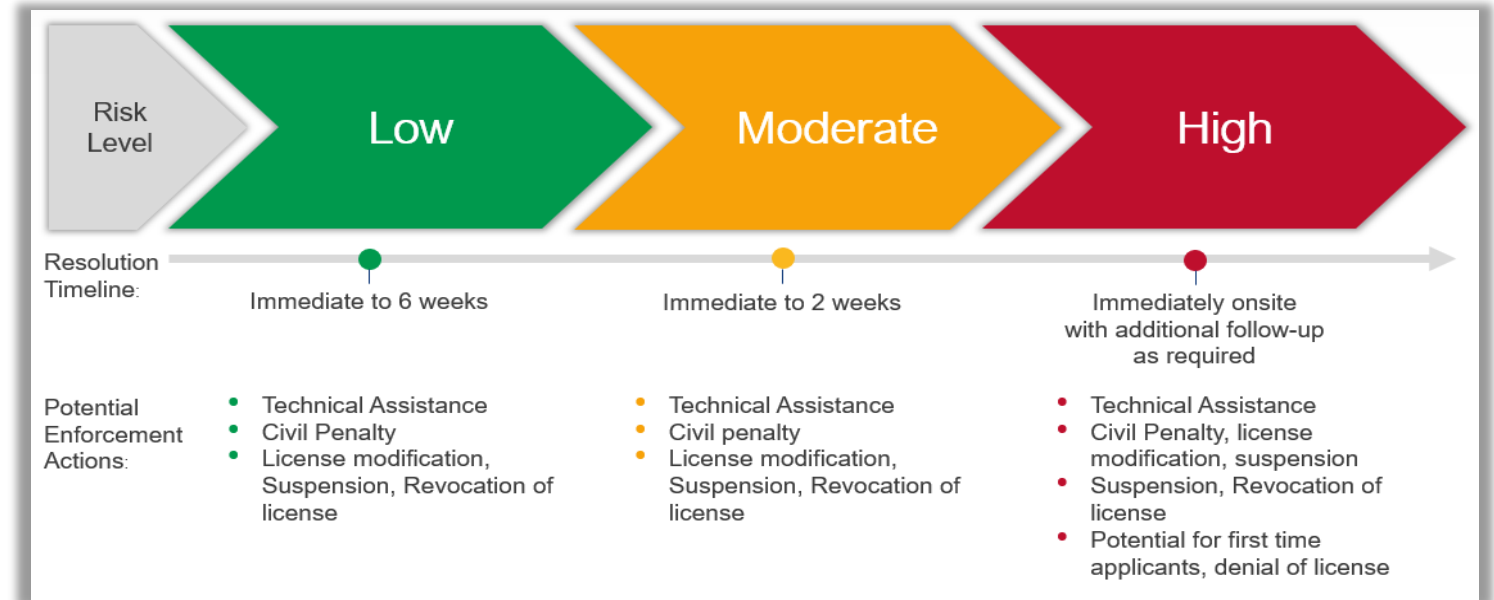
- The Child Care Licensing team has transitioned to include risk levels in child care monitoring.
- DHS reviewed peer state risk levels, from Washington and Ohio, to inform the assignment of risk levels, development of corrective action response timelines, and the potential options for department enforcement actions when non-compliance is not corrected.
- Featured to the right are the three levels of risk assigned to monitoring findings.

| Risk Level | Description |
|--|--|
|  Low | If this regulation is violated, there is a low/minimal risk of harm to children in care. Example: Child file is missing documentation |
|  Moderate | If this regulation is violated, there is a moderate risk of harm to children in care. There is a potential for significant harm over time if the non-compliance continues. Example: Re-stocking the first aid kit after use |
|  High | "If this regulation is violated, would the child get hurt/harmed right now?" If the response is yes, it is likely a high-risk regulation. Example: Medication within a child's reach |

5: Establish Standards and Monitoring Processes to Ensure the Health and Safety of Child Care Settings (Cont.)

- Due to the varying degrees of risk associated with non-compliance across different regulations, the timeline to correct the non-compliance as well as the enforcement actions DHS may take as part of a Corrective Action Plan are tiered to correspond with the risk level.
- This approach allows for more appropriate and commensurate responses to be taken when correcting non-compliance items and it provides clear guidance for both licensors and providers.

**The graphic below outlines the timelines to resolve non-compliances by risk level and potential enforcement actions DHS may take as part of a Corrective Action Plan. Please note, enforcement actions are tiered to represent the options available to DHS based on the nature and history of a specific provider's non-compliance.*



6: Recruit and Retain a Qualified and Effective Child Care Workforce Support

This section addresses the State’s holistic and systematic approach to providing support to RI’s ECE workforce

| Category | Initiatives | | |
|--------------------------|---|--|----------------------|
| PDG Activities | Updated Health and Safety Pre-service Training via the CELP | | |
| | Child Care Health Consultation in partnership with Meeting Street | | |
| | Registered Apprenticeship Program administered by RIAEYC and supported through partnerships with CCRI, URI, and Building Futures | | |
| | Early Head Start/Child Care Partnership (PDG Pathways) | | |
| | LISC Facilities Planning Grants | | |
| CCDF Quality Investments | TEACH | CCRI—Early Care and Education Training Program (ECETP) CDA program (cohort model), ECETP 12-Credit program, ECETP 24-Credit program | |
| | | RIC—16-credit Infant/Toddler Certificate of Undergraduate Studies (cohort model, offered in English and Spanish), core credits from the CUS transfer to CCRI or into one of three ECE programs of study at RIC | |
| | | URI—Currently in the process of establishing a TEACH opportunity with URI’s ECE program. | |
| | SUCCESS (Bradley Hospital) | | BrightStars (RIAEYC) |
| | The Center for Early Learning Professionals | | LISC |
| LISC | Thought leadership and convening initiative to address facility needs in the early childhood sector and provide additional information that will inform the sector’s post-pandemic needs and recovery approach. DHS will also manage the General Obligation Bond in partnership with LISC to support large-scale improvements to child care infrastructure. | | RIELDS |
| | SEIU Education Support Fund | | |
| GEERS/OPC | In the coming year, DHS will partner with OPC, as well as other state partners and stakeholders to build upon and expand existing workforce development pathways and initiate the development of alternative pathways for the ECE workforce. | | |



Next Steps

- ✓ The draft plan is available on DHS' website: <http://www.dhs.ri.gov/Regulations/PublicHearing.php>
- ✓ The public hearing for community members to provide public comment is being held virtually (via Zoom) on **Tuesday, June 22, 2021** from **5PM-7PM**
- ✓ The final plan is due to the Administration for Children and Families (ACF) by **July 1, 2021**
- ✓ Additional questions can be directed to:
Hannah Hansen (CCDF Co-Administrator), hannah.hansen@dhs.ri.gov
Nicole Chiello (CCDF Co-Administrator), nicole.chiello@dhs.ri.gov



DHS INFANT/TODDLER LEVEL I REGISTERED APPRENTICESHIP PILOT



Rhode Island Association for the
Education of Young Children

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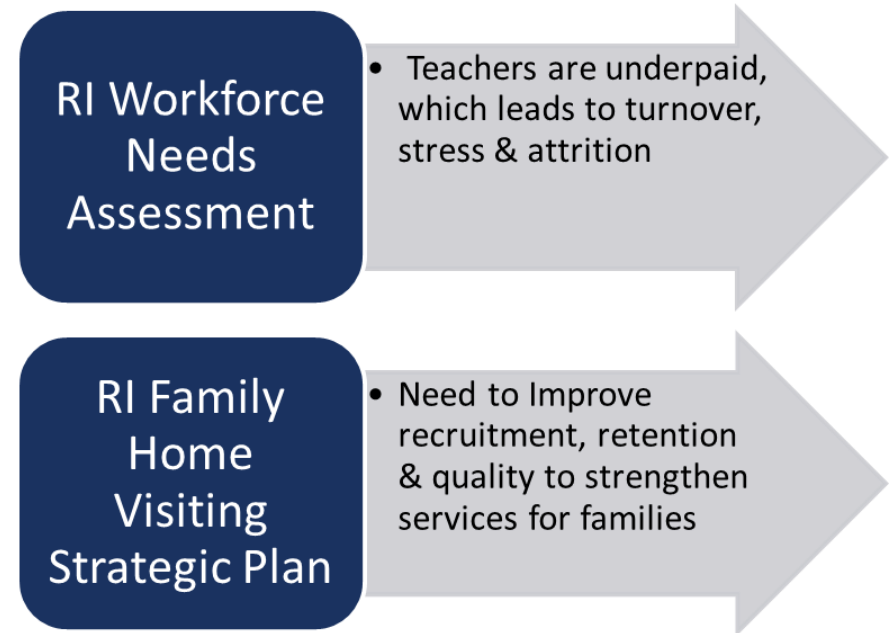
APPRENTICESHIP: HOW DID WE GET HERE?

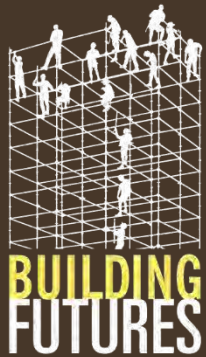
In 2018, RI Kids Count and RIAEYC convened an I/T Educator Compensation Task Force to:

- Review current data on compensation
- **Develop a set of recommended strategies to improve the compensation** of Child Care, Family Home Visiting, and Early Intervention Professionals

With Preschool Development Grant support, a series of needs assessments (Facilities, Family & Workforce) were conducted.

Recommendations from Task Force, needs assessment and FHV strategic plan **all recommended addressing QUALIFICATIONS & COMPENSATION.**





Building Futures: a nonprofit organization that connects people to family-sustaining careers through Registered Apprenticeship.

www.bfri.org

Programs are 'registered' with the RI Department of Labor and Training.

Registered Apprenticeships must have five required components:

1. Employer/Program Sponsor
2. On-the-Job Learning
3. Related Instruction
4. Wage Advancement
5. Completion Certificate

Prerequisites and Benefits of Participating in the I/T RA Pilot

Registered Apprentice: TA in the Classroom

- Full-time TA in I/T classroom at least min. 4 consecutive months making at least \$12/hr
- Receive 3 wage increases upon meeting PD and on-the-job learning benchmarks, maxing out at \$15/hr
- Enroll in the ECETP I/T CDA training at CCRI at no cost to the student- includes Chromebook and technology training
- Eligible to earn 3 college credits from CCRI
- Strengthen educator competencies and opportunities for career advancement; build quality in I/T classrooms



Mentor: Lead Teacher in the Classroom

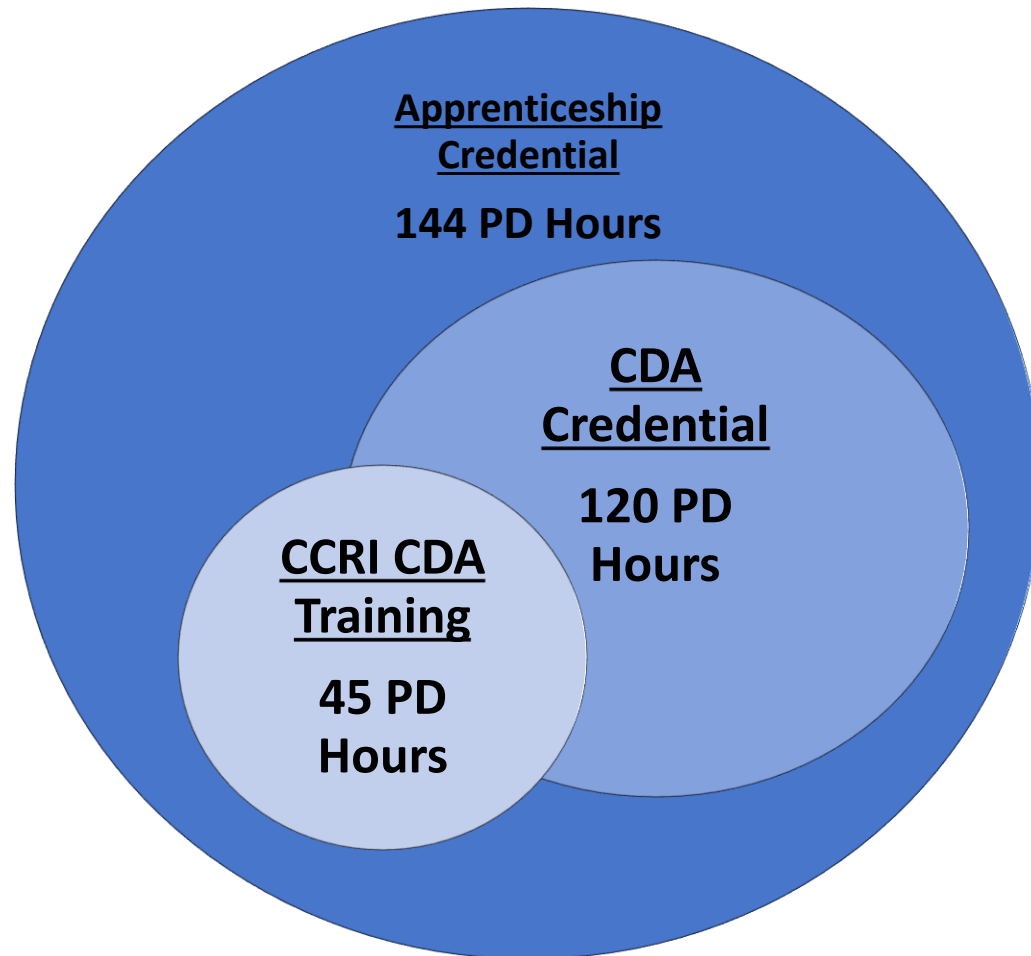
- Work full-time as Lead Teacher in an I/T classroom meeting licensing requirements with least one (1) or more years of experience
- Eligible to receive three (3) participation stipends for total of \$3000
- Receive PD and TA from URI and Chromebook at no cost
- Develop leadership competencies and skills; build quality in I/T classrooms



Participating Child Care Program

- Must be a DHS licensed, CCAP & BrightStars-rated program in good standing
- Receive wage supplement (50%) to support apprentice wage increase up to 18 months or more
- Eligible to receive \$1000 DHS sign on bonus AND \$1000 DLT completion bonus per apprentice
- Increase the quality of care in I/T classroom and overall to increase BrightStars rating
- Reduce Staff Turnover

PROFESSIONAL DEVELOPMENT: PROGRAM REQUIREMENTS



- The maximum amount required to complete program is 144- PD hours completed at CCRI count towards requirement
- The PD requirements for this program supersede the traditional CDA guidelines
- Some hours of PD for this program are prescribed. The hours include:
 - CCRI CDA Course (45 hours)
 - Infant & Pediatric First Aid & CPR (6 hours)
 - CELP Health & Safety Suite (18 hours)
 - RIELDS (12 hours)

NEXT STEPS

Applications for Cohort Two are due **June 30, 2021**.
Interviews will be scheduled for all who qualify.

<https://www.teach-ri.org/registered-apprenticeship-pilot>

Contact Marinell Russo
mrusso@riaeyc.org for info

Once selected, participants will begin by:
Attending CCRI Orientation & Technology Training
(*August*)
Attending ECETP CDA Class (*September*)





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Thank you to our
Infant Toddler
Registered
Apprenticeship
Partners!



Rhode Island Association for the
Education of Young Children

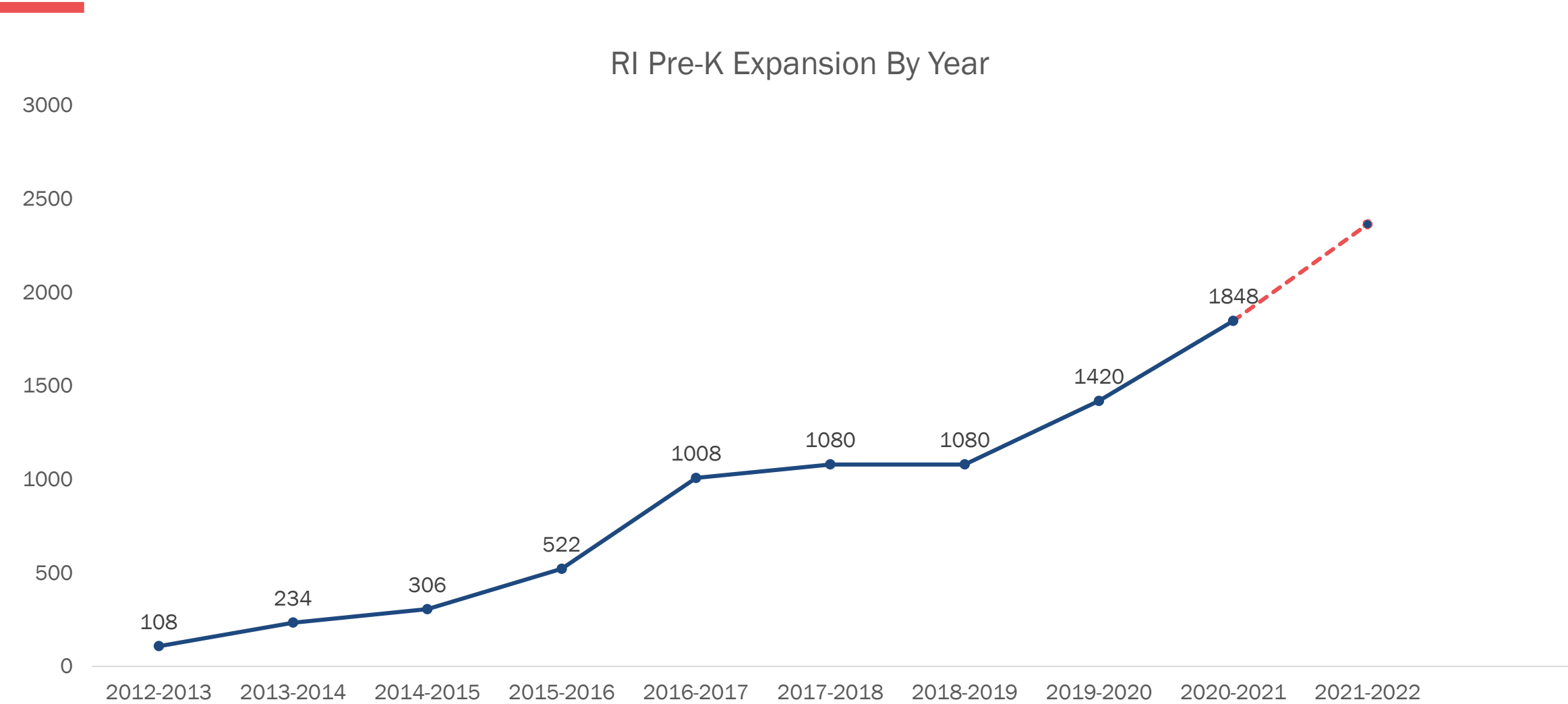




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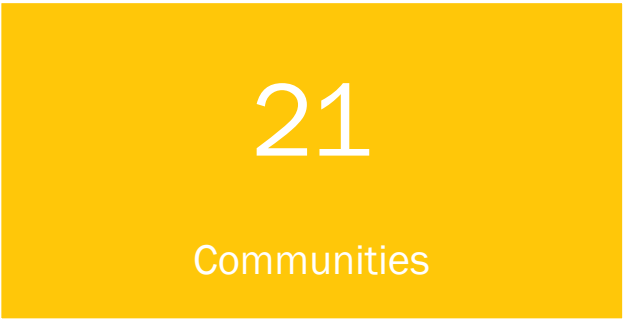
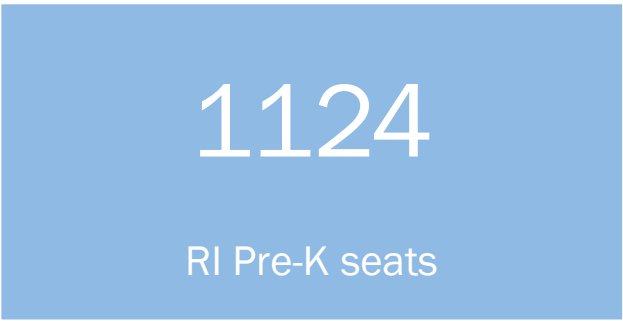
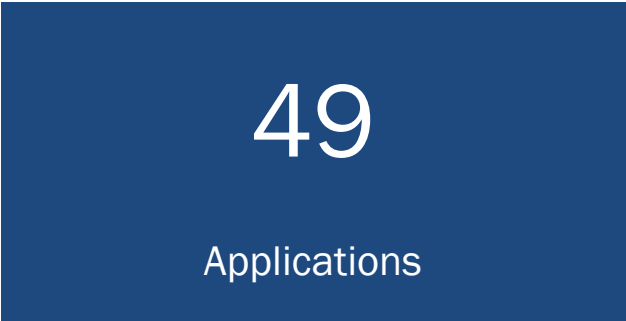
RI Pre-K Update

RI has consistently expanded RI Pre-K year over year since 2011. As of 2020-2021, we reached 18% of 4-year olds. This year, we have expanded the program and will reach 23% of 4-year olds.



In February, the state solicited applications from providers (child care centers, Head Start providers, and LEAs) to open new RI Pre-K rooms in 2021-2022. This yielded requests for over 1000 new seats, demonstrating the readiness & the need for RI Pre-K across 21 communities.

Application Overview



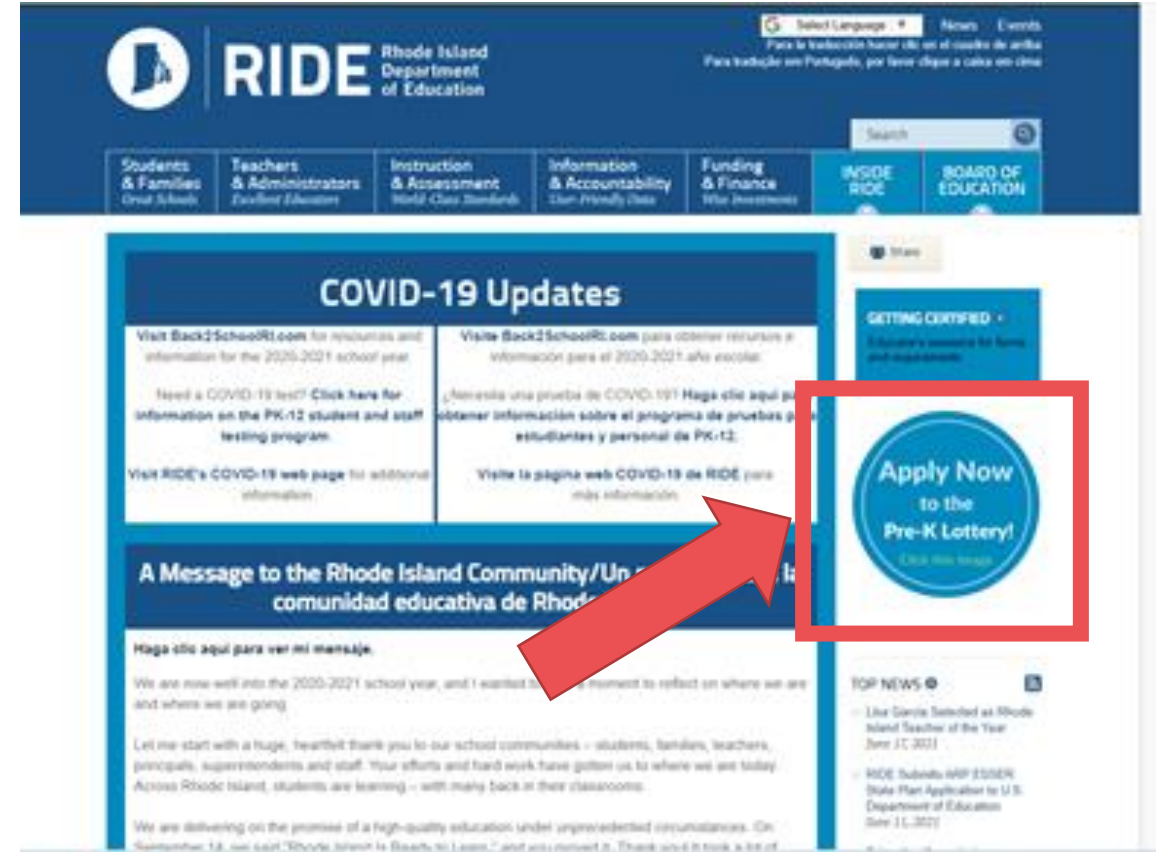
For the 2021-2022 school year, the Early Childhood team developed new funding and service models (Models 2-5) that leverage existing funding streams.

New Funding Models are Diversifying Fund Sources & Increasing Sustainability

| Service Delivery Model | # of Seats Requested for 2021-2022 | Avg Cost Per Seat to RIDE's Funds | Other Funds Leveraged | Applicants by Setting Type | | |
|---|------------------------------------|-----------------------------------|---|----------------------------|------|---------------------|
| | | | | Child Care Centers | LEAs | Head Start Agencies |
| Model 1: Traditional Model | 444 | \$9,189.49 | None | 14 | 5 | 1 |
| Model 2: Extend Head Start Day/Year | 126 | \$2,419.28 | Head Start (Federal) | 0 | 0 | 6 |
| Model 3: Braid Funds with Head Start | 116 | \$6,048.12 | Head Start (Federal) | 0 | 0 | 3 |
| Model 4: Supplement Child Care Classrooms that use CCAP | 208 | \$6,076.85 | Child Care Assistance Program (Federal) | 8 | 0 | 2 |
| Model 5: Transform Special Education Classrooms into Gen Ed | 230 | \$3,899.65 | Local LEA Funds (Local) | 0 | 5 | 0 |

RI Pre-K – Community Marketing Support

- This is a free, 6 hour day, 180 days, in-person high-quality Pre-K program.
- This year's cohort of children attended school in person and are ready to take on Kindergarten!
- Talk to your neighbors, friends, co-workers and professional networks.
- Drive parents with eligible children to the RIDE homepage to apply on-line.
- Share across all social media, professional, and personal networks by retweeting the RIDE Pre-K social media posts
- If you work in an environment that families visit, have a few paper applications at front desk. They can be returned to any RI Pre-K program and will be entered for the family.



Public Comment

